

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion		
1	Whole Group	Energy from the Sun	820L	S	2 The purpose involves conveying a range of more detailed information.	2 The text includes a reasoned explanation in addition to facts. The chart elaborates on the information in the running text.	2 The text has increased objective style with higher factual content. Vocabulary includes some unfamiliar context-dependent words (photosynthesis, chlorophyll).	3 The topic is somewhat familiar but with many details unknown to the reader.	9	Moderate	This informational text provides an explanation of how different organisms get their energy from the sun.		
1	Whole Group	The Three Sisters Farming Method	980L	T	2 The purpose involves conveying a range of more detailed information. Meaning is more involved with a broader focus.	3 The text includes a reasoned explanation in addition to facts. The chart and map elaborate on the information in the running text.	2 Vocabulary includes some unfamiliar context-dependent words (Iroquois, carbohydrates, protein).	2 Farming is a familiar topic, but there are some sophisticated ideas in terms of the three-sister method.	9	Moderate	A farming method that involves planting three crops close together—corn, squash and beans—is explained in this text.		
1	Whole Group	The Ground Squirrel	970L	T	1 The narrative text meaning is clear and concrete with a narrow focus.	2 The narrative text has a consistent descriptive structure and includes detailed information about a childhood memory.	2 The text has simple and compound sentences with some more complex constructions.	2 Both simple and more complex topics are conveyed.	7	Moderate	A Native American woman of the Dakota tribe recounts a time when her mother was drying corn, and she befriended a squirrel.		
1	Whole Group	Passion and Pride in the Forest	1000L	U	2 The narrative has a single purpose—to explain about sustainable ways of farming—but the information is detailed and involves multiple facets.	2 The narrative text has a consistent descriptive structure and includes detailed information about a meeting between the environmentalist and a farmer.	2 The text has simple and compound sentences with some more complex constructions. Vocabulary includes some unfamiliar context-dependent words (sustainable, infertile).	2 Both simple and more complex topics are conveyed.	8	Moderate	An environmentalist describes meeting a farmer who practices sustainable ways of planting crops in the Amazon Rain Forest.		
1	Whole Group	The Great Barrier Reef	960L	V	2 The purpose involves conveying a range of more detailed information. Meaning is more involved with a broader focus.	2 The text includes a reasoned explanation in addition to facts.	2 Vocabulary includes some unfamiliar context-dependent words (predators, phytoplankton).	2 Both simple and more complex topics are conveyed.	8	Moderate	Readers are introduced to the ecosystem of the Great Barrier Reef including its benefits and how it is being threatened.		
1	Small Group	Conserving the American River	910L	T/50	3 This personal narrative describes the history, natural resources, ecosystems, human impact, conservancies, and soil erosion of the American River. The author has many purposes—to tell his personal experiences and unbiased facts about the American River.	3 The text is organized by one topic per chapter, all topics relating to the initial subject of the American river. There are cause and effect and problem and solution structures used by the author. The text also switches from first person point of view narrative to an informational text.	3 There is an abundance of both academic vocabulary and domain specific words, including watershed, conservationist, food chain, ecosystem, flume, and sediments. Some of these words can be determined by context. The text also includes transitional words and compound sentences, but sentences vary in length because of the personal narrative sections.	2 Some prior knowledge of conservation and United States geography will help readers with this text but it is not required.	11	Substantial	The theme of this text, natural resources, relates to the theme of the unit. The text uses a different lens towards natural resources, focusing on conservation, rather than using our natural resources. It's important to include this different perspective.		
1	Small Group	From Apples to Energy	900L 940L	T/44-U/50	Qualitative Analysis can be found on the Inside Front Cover								This informational text relates to the theme of this unit—cultivating natural resources. This text investigates how natural resources, such as vegetables, water, and meat, help humans survive and how humans will use what is available to them based on the region they live. The text also uses domain specific vocabulary found in similar texts in this unit, including photosynthesis and energy.
1	Small Group	Growing Food	810L/890L/910L	S/44-T/44	Qualitative Analysis can be found on the Inside Front Cover								The topics of this informational text relate to the theme of the unit—the importance of corn, as well as rice, wheat, soybeans, and potatoes as natural resources. The text uses domain specific vocabulary that is found in other texts in this unit, including cultivated, consumers, yield, and nutrients. This text takes a deeper look at cultivating resources by presenting an interview and a firsthand account of people farming these resources.
1	Small Group	Invasive Species	980L	T/44-U/50	Qualitative Analysis can be found on the Inside Front Cover								This text discusses many of the concepts found in other texts in this unit, including food webs, habitats, and ecosystems. This text shows what happens to natural resources when invasive species are introduced. It includes firsthand accounts and an in-depth history of how certain invasive species were brought in to the United States.

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1	Small Group	Metamorphosis	980L	W/60	1	This informational text describes the metamorphosis of two insects. The author's purpose is concrete, to describe metamorphosis, with a narrow concentration on the praying mantis and the scorpion fly.	2	The text contains a thesis about metamorphosis with examples showing the praying mantis and the scorpion fly's life cycles as support. The text shows the stages each insect goes through in a life cycle; though the stages may differ, the format of each section is similar.	3	The text has many compound sentences and transition words. It also has domain specific vocabulary to science, including metamorphosis, organisms, molting, invertebrate, and exoskeleton.	2	Some familiarity with insects or life cycles may help readers' comprehension, but prior knowledge is not required. However, this subject is not common knowledge.	8	Moderate	Similar to many texts in this unit, this text concentrates on animals as a natural resource. This text presents a comprehensive look at the life cycle of an insect. The text shares domain specific vocabulary with other texts in this unit, including species, food web, consumers, ecosystem, camouflage, predators and habitats.
1	Small Group	Observing Animals	870L 980L 1080L	T/44-V/60			Qualitative Analysis can be found on the Inside Front Cover								This personal narrative text discusses similar topics found in the unit, including ecosystems, natural habitats, and conserving nature. The domain specific vocabulary is also similar to the other texts in this unit, such as predator, species, and food web. This text shows a different perspective to natural resources—showing nature through the eyes of others, rather than a strictly informational text.
1	Small Group	Solar-Powered Sammy	680L	R/40	2	This text tells about a classroom who loses their class pet, a lizard named Sammy. The text discusses many complex topics including photosynthesis, animal adaptation, food webs, and defense mechanisms.	2	The text is told in sequential order with problem and solution structures. There are multiple characters and dialogue. Readers can integrate illustrations to better understand characters' emotions.	3	The text has complex vocabulary that can occasionally be determined through context clues. The text uses academic vocabulary to teach readers about animal adaptation and natural resources, including photosynthesis, energy, predator, producers, and consumers. This cannot be determined through context and should be researched using the glossary or other resources. The language is literal; there is no use of figurative language.	2	Though it is not necessary to understand the text, some familiarity with animal adaptations or lizards would benefit comprehension.	9	Moderate	The theme of using natural resources, such as sunlight, fits in with the theme of this unit. Though this text is fiction, it still teaches scientific knowledge to readers.
1	Small Group	Super Senses	870L/930L	S/44			Qualitative Analysis can be found on the Inside Front Cover								This informational text studies animals as a natural resource. Though other texts in this unit focus on animals and their ecosystem, this text focuses on animals and their characteristics. Despite using a different approach, this text still concentrates on concepts discussed in other texts, including how animals adapt and respond to their environment.
1	Small Group	Arthur's Best Shot	700L	U/50	3	The purpose of this historical fiction text is to show the effects of the Great Depression through a farming family's experiences. The text also focuses on a lesser known historical event—librarians distributing media on horseback, commissioned by the president.	2	This historical fiction text is told in sequential order, with cause and effect and problem and solution text structures.	2	Although the sentence structure and language are not complex, the text includes figurative language, descriptive language, dialogue, and dialect. The text includes domain specific words to farming that may need to be unfamiliar to readers. Though the Lexile level is low for this grade level, this is a result of realistic dialogue.	3	Readers will need to have some familiarity with the time period, including knowledge of the Dust Bowl, Great Depression, and the limited use of technology (cars, radios, phones). Some context from the time period is provided within the text.	10	Substantial	The author's use of dialect and figurative language supports the other texts read in this unit. The text also reveals complex character relationships (father/son tensions) and emotional situations, and the challenge of historical context make it more suitable for grade 5 readers.
2	Whole Group	The Tryout	820L	S	1	Meaning is clear and concrete with a narrow focus.	1	Connections between events and ideas are explicit and clear.	2	Simple and compound sentences with some more complex constructions.	2	Both simple and more complicated ideas are addressed.	6	Moderate	Hannah Grayson is determined to try out for the school football team as she wants to prove she is as good as the boys.
2	Whole Group	The Star Strawberry Patch	940L	S	2	The purpose is revealed early in the text but is conveyed with some subtlety.	2	Connections among events or ideas are sometimes subtle.	2	Simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2	Events are based on less common experiences and situations.	8	Moderate	In this story, a member of the Bear Creek Ridge softball team has recruited a new player to help them win an important game against a rival team.
2	Whole Group	Practice	NP	T	2	The theme is clear but is conveyed with some subtlety.	2	Connections between events and ideas are sometimes implicit or subtle.	2	Language is mainly concrete and literal; some unfamiliar concepts.	3	Some readers may not have prior knowledge of sports practice, but the illustration support helps clarify concepts. The text genre is poetry.	9	Moderate	In the poem, a basketball player learns about winning strategies and the benefits of practice.
2	Whole Group	How to Fight	NP	U	3	The text has two or more levels of meaning.	2	Connections between events and ideas are sometimes implicit or subtle.	3	Simple and compound sentences with some more complex constructions. Some figurative language is used.	3	The text genre is poetry. A range of recognizable ideas and challenging concepts. The text genre is poetry.	11	Substantial	The narrator expresses how he learned to use words to fight and protect himself in this poem about school spelling bees.

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2	Whole Group	Sparring Partners	760L	U	2	The purpose is revealed early in the text but is conveyed with some subtlety.	2	The text has a range of characters. Events may occasionally be difficult to predict.	3	Simple and compound sentences with some more complex constructions. Some figurative language is used.	3	Text assumes significant cultural knowledge of karate. A range of recognizable ideas and challenging concepts are addressed.	10	Substantial	Cole is preparing for the green belt level in karate. As he trains, he worries about his biggest challenge and rival, Monique.
2	Small Group	Dad Came Home	650L	R/40	3	This realistic fiction text discusses the struggles of adapting to civilian life for both veterans and their families. The text discusses tough topics, such as mental health, strained relationships, and the impact of changes in a family dynamic.	2	The structure is told in sequential order, with both dialogue and descriptive language. Readers will often need to make inferences about the characters' feelings through their actions.	2	The language used is descriptive. Some complicated vocabulary is used but can be figured out through context. The author uses fragments and short sentences to create realistic dialogue.	2	Readers will need familiarity of the United States military, including the significance of Veterans Day and tours of duty. Some knowledge of mental health issues is helpful.	9	Moderate	Though the language and sentences are simple, the theme is complex. The discussions about mental health and challenging family relationships make it suitable for older reader. This text also studies how different characters respond to events.
2	Small Group	Eco Hero	NP	U/50	3	This graphic story captures the cause and effect relationships of pollution and recycling. Readers must integrate information from both detailed illustrations and text to understand story elements.	3	The text is told in sequential order, with cause and effect structures and a third person omniscient narrator. There is a time shift, where the characters travel back in time to the 1970s, but the plot still moves forward.	3	This text is completely written in dialogue with short sentences and fragments, though sometimes uses complex vocabulary. Domain specific vocabulary is used, including recycling, polluted, and junkyards.	2	Readers will need to understand some effects of pollution. Although it is not necessary, familiarity with recycling will help the reader's understanding of the text.	11	Substantial	Though the dialogue can be simple, readers need to integrate information from both the text and the detailed illustrations to comprehend the full story. The author's use of domain specific vocabulary and the topic of pollution affecting the future make this text complex.
2	Small Group	Game, Set, Match!	670L	W/60	3	This text is about a relationship between two girls, one who is visually impaired and one who wants to share her love of tennis with her friend. There are many complex concepts, including internal struggles. Readers will occasionally need to draw inferences about characters' feelings.	2	The structure is in sequential order, with a problem and solution structure, dialogue, and description. The text is told from a third person omniscient narrator. The usage of internal dialogue that helps add to the plot.	3	The text has complex words that may need to be researched, including domain specific vocabulary for tennis. Some of the dialogue is fragmented and includes subordinate clauses.	2	Prior knowledge of tennis will help students fully comprehend this text. A familiarity with visual impairments will also aid comprehension.	10	Substantial	The text is below Lexile for this grade level because of simple and fragmented sentences used for dialogue. However, the topic of visually impaired tennis, along with the complex emotions and relationship between the characters, makes the text more complex. There are also uses of complex words and domain specific vocabulary.
2	Small Group	Ready to Fight the Wind	690L	S/40	3	This historical fiction text discusses both the complex concepts of inequality of pay for women and peacefully protesting as a right. The text uses detail and strong figurative language.	2	The text is told in sequential order with a problem and solution structure. The prose shifts to poetry a few times within the text.	3	There is strong detail within the text. Figurative language, including metaphors and similes, is used both in the poetry and the prose. There are some foreign language terms that are easy to comprehend through context. Sentences vary in length because of realistic dialogue.	2	Some familiarity with the 1970s in the United States will help readers but is not necessary. Readers can also benefit with understanding of the Equal Pay Act from 1963.	10	Substantial	Though the text is below the Lexile level for this grade, there is strong detail and figurative language. The central message of the text, the topics discussed, and the character relationships are complex.
2	Small Group	The Cadence of War	740L	T/44	Qualitative Analysis can be found on the Inside Front Cover										
2	Small Group	Warsame	570L	V/60	3	The purpose of the text is to show a new student and his struggle of adapting to, not only a new school, but also a different culture. Although being a new student may be a familiar experience, the main character originating from a different country and culture makes the situation more involved. The text also allows students to become familiar with the Somali culture.	2	The text structure is sequential; time passes between each chapter. The text has several characters and background information is provided for a few.	2	The text includes foreign language terms that can be interpreted through context. Some figurative language is used, both in the main text and the main character's poem, including metaphors and similes. Although the Lexile level is below average for this grade level, it is the result of realistic dialogue.	2	Students will need to understand the features of a poem. Many students will have the general knowledge of a classroom setting and welcoming or being a new student. However, a new student with a different cultural background can present a more complex situation.	9	Moderate	This unit focuses on characters and relationships. This text focuses on many different types of relationships, including peers, teacher/student, poet/audience, father/child, outsider/insider. It also contains complex situations and emotions that can be received better by an older audience.
2	Small Group	Welcome to Laguna	NP	T/50	1	This drama tells the story of a group of friends who are working together to create a film. Students may integrate illustrations to understand stage directions. The focus of the text is clear and does not have multiple levels of meaning.	2	The text is a drama; it is structured in dialogue and stage directions. It is told in sequential order with multiple characters.	2	The dialogue varies in length, with some simple and compound sentences. The language is mostly literal. There are some made up words included that don't need to be researched or understood with context.	1	Some familiarity with creating a movie will aid comprehension but is not necessary. Readers will understand concepts, such as social situations and working on group projects.	6	Moderate	Though the purpose and prior knowledge of this text are not difficult, the structure is important to learn for students to fully understand different genres. Multiple characters' interactions and reactions tie into the other stories presented in this unit.

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2	Small Group	Debating the U.S. Constitution	850L	T/50	2 This informational text discusses the steps it took to create the United States Constitution. Though the author's purpose is clear (to describe), the focus is broad. The author discusses many different aspects that may be unfamiliar to readers, including the Articles of Confederation, the Constitutional Convention, and the Great Compromise.	2 The text has a clear thesis: the formation of the U.S. Constitution had many conflicting ideas that resulted in debates and obstacles. The author then uses examples of these challenges. The text is told in chronological order with problem and solution structures.	2 The text has some compound sentences, but the author commonly uses simple sentences. The author's voice is objective, and the language is factual. The text has domain specific vocabulary, including veto, legislature, abolish, convention, and ratification. These words can be interpreted by context or the glossary at the end of the text.	3 Readers should have prior knowledge of the U.S. Constitution, the American Revolution, and the founding fathers. Some concepts may be unknown to readers, such as the Articles of Confederation, Continental Congress, Federalists, and ratification.	9	Moderate	This text ties into the theme of the unit. It tells about the steps it took to form the U.S. Constitution and how the process was complicated by compromise and debates. The text also uses domain specific vocabulary similar to the other texts in this unit, including delegates, ratify, citizens, amendments, and representatives.
3	Whole Group	The Conflict Over the Constitution	970L	U	3 The text meaning includes more complex concepts and a higher level of detail.	3 The text has a consistent descriptive structure and includes detailed information about the Constitution and Federalists and Anti-Federalists.	2 The text has simple and compound sentences with some more complex constructions.	3 The general topic of the Constitution is familiar, but it includes many details that may be unknown to the reader.	11	Substantial	This informational text provides an overview of how the Bill of Rights evolved.
3	Whole Group	Passing an Amendment	900L	V	2 The purpose involves conveying a range of more detailed information.	3 The text has a consistent descriptive structure and includes detailed information about passing an amendment. The chart elaborates on the information in the running text.	2 Vocabulary includes some unfamiliar context-dependent words (ratified, legislatures).	3 The general topic of the Constitution is familiar, but it includes many details that may be unknown to the reader.	10	Substantial	The process of adding an amendment to the Constitution is explained in this informational text.
3	Whole Group	The Court's Decision	1060L	T	3 Readers must negotiate complex topics and a higher level of detail.	3 The story has a first-person point of view. The story includes connections between some events and ideas that are sometimes implicit or subtle.	2 The text has simple and compound sentences with some more complex constructions.	3 The historical text assumes significant cultural knowledge of the 1850s.	11	Substantial	This historical fiction text portrays the Dred Scott court case from the 1850s.
3	Whole Group	On the Picket Line	1090L	T	3 The text varies in complexity with unfamiliar settings and situations.	3 The text has simple and compound sentences with some more complex constructions. Vocabulary includes some unfamiliar context-dependent words (vigil, suffrage).	2 The story has additional characters, two or more storylines, and is occasionally difficult to predict. The story has a first-person point of view.	3 Readers must negotiate complex topics and a higher level of detail.	11	Substantial	A teen girl helps make supplies for suffragettes who walk on a picket line in Washington, D.C., in 1917.
3	Whole Group	Amendments That Did Not Pass	1000L	W	3 The purpose includes explaining and interpreting information.	2 The text has a consistent descriptive structure and includes detailed information about two amendments that were not ratified.	3 The text has an objective style with increased use of the passive voice.	3 The topic is somewhat familiar but with many details unknown to the reader. A range of recognizable ideas and challenging abstract concepts appear in the text.	11	Substantial	This text gives an overview of two amendments that were proposed but not ratified by the states.
3	Small Group	Kids Take Action	900L	S/40	2 This informational text is about how several children have helped make change through new laws, foundations, and petitions. Though the meaning of the text is clear, the author's purpose is complex. The text can be perceived as an informational text, but the author is also persuading the reader to perform similar actions. Sidebars, including Six Steps for Changing the World, What is a Petition?, and Getting State Officials to Listen give the readers resources they can use if they choose to make change.	2 This text has a clear thesis—kids can change the world around them. The author uses examples to support this thesis, including virtual dissection, animal protection, public health requirements, pollution control, and healthy food choices. The author uses a problem and solution structure to discuss the different causes.	2 The author uses mostly simple sentences and transitional words and phrases. The author's voice is objective, and sentences contain factual content. The text also has domain specific vocabulary, including petition, representative, and legislature.	2 Readers should have some familiarity with local government and local laws. Some of the concepts, such as petitions, nonprofit organizations, and passing new laws, may be new to readers.	8	Moderate	This text is important to include in the unit, because it takes an abstract concept to students—changing laws—and tells young readers concrete tasks they can do to change laws or policies. This text shows that evolving laws is not just an opportunity for adults.
3	Small Group	Native American Rights	890L 1010L	V/60		Qualitative Analysis can be found on the Inside Front Cover					This text discusses the struggles Native Americans had to endure to receive voting rights. The text aligns to the theme of the unit, the United States Constitution, by discussing the 14th Amendment and the Voting Rights Act. Additionally, this text shares domain specific vocabulary with other texts in this unit, including citizenship, amendment, policy, and demonstrations.

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3	Small Group	Opinions About Community Service	1020L	U/50	2 This opinion text examines the positive and negative impacts of community service. The author's purpose is clear—to persuade the reader about one opinion. However, since the author examines both arguments, for and against, the focus is broad.	2 The text follows a clear structure: the author supplies the opinion, then reasons as the subhead, followed by evidence as the text. The author supplies both sides of the opinion—positive impacts of service-learning with community service and the case against required community service in schools. The text then switches to a Writing Prompt and two Writing Exemplars.	3 The author uses many complex sentences and transitional words. The author also frequently cites his sources for evidence. The text contains domain specific vocabulary, including humanitarian, civic engagement, volunteering, and ethics. Many of these words need to be researched and cannot be determined with context clues.	3 Readers will need familiarity with the idea of volunteering and community service. Readers will need prior knowledge of opinion writing. Some concepts may be unfamiliar to readers, including service-learning, civic engagement, and the Thirteenth Amendment.	10	Substantial	Although not explicitly about the U.S. Constitution, the text does discuss civic engagement and the duties of being a citizen. It is important for readers to understand there can be responsibilities accompanied by citizenship. The Lexile level is high for the grade but is caused by the author citing multiple sources in context to support his reasons.
3	Small Group	The Bill of Rights in Action	930L	W/60	1 This informational text describes the Bill of Rights, as part of the United States Constitution, and discusses how citizens can protect their rights. The meaning of the text is clear and focused. The author's purpose is to describe what rights citizens have and how they can protect those rights.	2 This informational text includes a thesis—citizens have rights and may need to protect their rights if they feel their rights are being violated. The text describes the rights found in the Bill of Rights and shows examples of citizens who went to the Supreme Court. This text contains cause and effect and problem and solution structures. The connection between the ideas are clear.	2 This text has some compound sentences and transitional words. However, the author uses mostly simple sentences with factual content. The text contains domain specific vocabulary to government and the judiciary system, including constitution, amendment, bill of rights, ratified, dissenting, and appeal.	2 Readers should have familiarity with the United States Constitution. Readers do not need to understand the Bill of Rights, because it is explained in-depth in this text.	7	Moderate	This informational text fits in with the theme of the unit. It explains to readers the rights citizens have under the United States Constitution and how citizens can protect themselves. The author's use of domain specific vocabulary is similar to other texts in this unit, including amendments, protest, delegates, and ratified.
3	Small Group	The Northwest Ordinance	900L 960L	U/50-V/60		Qualitative Analysis can be found on the Inside Front Cover					This text is about how the Northwest territories of the United States were developed by ordinances, or laws. This text fits with the theme of the unit, discussing how laws affect people, including African Americans and Native Americans. Though not strictly about the United States Constitution, the text discusses how the Northwest Ordinance served as a model for the United States Constitution.
3	Small Group	Tri's Story: Coming to America	860L	R/40	1 This personal narrative tells about an immigrant's experience coming to the United States in 2013. The author's purpose is clear—to describe the experience of immigration and the change of culture.	1 This text is told in chronological order; it tells about the author's life in Vietnam, his trips to the United States when he was young, moving to Texas, adapting to school, and ends with him attending college. The author uses a comparison structure to tell about life in Vietnam compared to the United States.	2 The text is in mostly simple sentences, written in a style similar to dialogue, as is a convention of the genre of personal narrative. There are some compound sentences and several transition words and phrases used (also, additionally, as a result of).	2 Readers should have familiarity with world geography and immigration. Readers should also understand the conventions of a personal narrative. Some concepts may be new to readers, including immigration, life in Vietnam, and the process of becoming a citizen.	6	Moderate	The author's purpose—to describe one way to receive rights by becoming an American citizen—is similar to other texts in this unit. The text includes the benefits of being an American citizen, including the right to vote, freedom to travel, bringing one's family to the United States, and one day being an elected official.
3	Small Group	Voting Matters!	760L	T/50	2 This historical fiction text tells about the fight for equal voting rights for women and African Americans in the United States. Though the meaning is clear and concrete, the topics within the text are complex, such as segregation, protesting, racism, and sexism.	3 The text begins with an informational introduction and then shifts genres to historical fiction. The first story "Lucy: A Suffragist's Story" has a frame, starting with Lucy's descendants hailing her as a hero, and then shifting back in time to Lucy's story in the early 20th century. "Marching for Selma" is told chronologically, taking place in 1965.	2 The author uses some complex sentences; however, mostly simple sentences are used for realistic dialogue. Both "Lucy: A Suffragist's Story" and "Marching for Selma" use register specific for each time period. The language is mostly literal. The author uses domain specific vocabulary, including naturalized, proclamation, protesters, and pamphlets.	3 Readers should have prior knowledge of the United States Constitution, the United States in the 20th century, suffrage, segregation, and voting laws. Some events, such as the 1913 Woman's Suffrage Parade, Bloody Sunday, or the Selma to Montgomery March, may be unfamiliar to readers.	10	Substantial	While voting rights are a prevalent topic in this unit, this historical fiction text gives insight to how life was for protesters. In "Lucy: A Suffragist's Story," readers can see that families of suffragists might not have always been supportive. Additionally, "Marching for Selma" shows the emotions the black community faced while debating to march. These texts show readers a more emotional experience than just historical facts. This text also has similar domain specific vocabulary to other texts in this unit, including suffragist, amendment, segregated, civil rights, and nonviolent.
3	Small Group	Davy Crockett and Sally Ann Thunder	1040L	W/60	3 This tall tale is about Davy Crockett and Sally Ann Thunder during their marriage and honeymoon. The text has a layered meaning and has complex concepts, including the larger-than-life characters, exaggerated point of view, and intricate levels of detail.	3 The text begins with a frame and then flashbacks to the past. There are many complex characters with dialogue. Connections between each event can often be subtle. There is a third person omniscient narrator.	4 The text has complex sentences, usually containing sophisticated details. The author uses dialect and register in both the narration and dialogue. The author also uses many literary devices, including hyperbole, metaphors, alliteration, allusions, idioms, similes, onomatopoeia, and made up words.	3 Readers should have some familiarity with the tall tale genre; readers will need to understand that the text is not literal. There are many unfamiliar events, settings, and situations.	13	Substantial	This text ties into the theme of the unit—author's point of view. This text shows that the author of a story can often exaggerate details and teaches readers about an unreliable narrator. The text is out of range for the Lexile level for this grade, due to long, complex sentences and lengthy descriptions.

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4	Whole Group	Mom's Latest "Good: Idea	1000L	S	2 The text has two levels of meaning. The story's theme is clear but requires the reader to make inferences.	2 The story has additional characters and two or more story lines and is occasionally difficult to predict. Connections between events and ideas are sometimes implicit or subtle.	2 The story includes simple and complex sentences with some more complex constructions. Language is mainly concrete and literal. There is some unfamiliar vocabulary, such as skittish and blinkers.	2 Some readers may not have prior knowledge of life on a farm, but the illustration support helps clarify concepts.	8	Moderate	In this story, Tyler isn't happy with his Mom's idea that he befriend some new workers' children staying on their farm.
4	Whole Group	Permission Slips	900L	T	2 The text has two levels of meaning. The story's theme is clear but is conveyed with some subtlety.	3 The story has a first-person point of view.	2 The story includes simple and complex sentences with some more complex constructions. Language is mainly concrete and literal; some unfamiliar vocabulary.	2 Some readers may not have prior knowledge of gymnastics, but the illustration support helps clarify concepts. Some readers may not have knowledge of ESL classes.	9	Moderate	In this first-person story, Maya, a recent immigrant, reflects on her life at school, including why she loves gymnastics.
4	Whole Group	The Flooded Valley, Scene 1	NP	U	3 The theme of the drama is implicit and revealed over the course of the text. The drama highlights interactions of multiple characters with complex relationships.	3 The drama includes connections between some events and ideas that are sometimes implicit or subtle.	2 The story includes simple and complex sentences with some more complex constructions. Language is mainly concrete and literal.	4 The topic and time period of the drama will be unfamiliar to most readers.	12	Substantial	This drama takes place during the Great Depression. In Scene 1, the father speaks with a government official about his farm.
4	Whole Group	The Flooded Valley, Scene 2	NP	U	4 The theme of the drama is implicit and revealed over the course of the text. The drama highlights interactions of multiple characters with complex relationships.	2 The drama includes connections between some events and ideas that are sometimes implicit or subtle.	3 The story includes simple and complex sentences with some more complex constructions. Language is mainly concrete and literal.	3 The drama includes a range of recognizable ideas and challenging concepts.	12	Substantial	In Scene 2, the parents explain to their children how the government's new economic plan affects them and their farm.
4	Whole Group	Gold Country	710L	V	3 There are several levels of meaning that may be difficult to separate in the fiction.	3 The story has a first-person point of view. The story includes connections between some events and ideas that are sometimes implicit or subtle.	3 The story includes complex descriptions and figurative language.	4 The story includes unfamiliar settings and historical plot events.	13	Substantial	This fictional journal is told from the point of view of a young boy who is traveling from China to California in search of gold during the 1850s.
4	Small Group	K9: To Serve and Protect	670L	U/50	2 This text has two levels of meaning. Although readers do not need to integrate information from the illustrations, there is a lot of action in this text; the illustrations help readers fully interpret the action.	3 The author uses a first-person point of view from a dog's perspective. The reader sees the perspective from Justice's point of view, but also must decipher the thoughts and feelings of Officer Tasha and Officer Nick. The narrator does not always comprehend human situations.	2 The text is mostly in simple sentences to create realistic dialogue. The author uses sensory language in the text. The narrator does not use complicated vocabulary or complex sentences to keep the text realistic; this is why the Lexile level is below average for this grade.	2 Readers do not need prior knowledge to understand the concepts in this text. There are some domain specific vocabulary to the police force that the reader can determine through context. However, reading the text from a dog's perspective creates an unfamiliar situation for readers.	9	Moderate	This text shows a unique perspective by showing the point of view from a dog. This text shows readers that they can create different perspectives in their own writing; stories don't need to be told by a person's point of view. This theme of point of view relates to the theme of the unit.
4	Small Group	Knight School	690L	U/50	2 This text has two or more levels of meaning. Readers should integrate information from illustrations to understand the unfamiliar, historical setting. Though the Lexile level may be below range for this text, the concept of being limited because of one's gender is a complex topic.	3 The author uses the first-person point of view. Because of the limited narrator, the other characters' thoughts and feelings must be interpreted from dialogue or descriptions of body language. Often, connections between events are subtle.	3 The author uses register in dialogue to fit this historical time period. The author uses some academic vocabulary, such as insufferable, renowned, customs, conceal, and intricate. There are also examples of literary language, including metaphors.	3 Readers will need prior knowledge of the medieval time period and the social constructs. Readers will need some familiarity of European geography. Many settings and concepts may be unknown to readers but can be better understood by using the illustrations.	11	Substantial	This text relates to the theme of the unit—points of view. Both the characters of Willow and Leo want the opportunities the other is granted. Willow rather be a page than an apprentice to her father. Leo rather be an apprentice than a page. The text shows that people's perspectives of their goals might be different.
4	Small Group	Red Letter Days	830L	V/50	3 This historical fiction text discusses complex topics, including Native American boarding school, wartime situations, and the experiences of the Navajo Code Talkers. The author uses a high level of detail. Readers will need to integrate illustrations to understand the text.	3 The structure of the text changes from an informational introduction to letter writing. The text often shifts time, and readers should note the time change from the date line at the top of the page. Connections between events can often be subtle.	4 The author uses varying sentence length throughout the text. There are many intricate details in each letter. The author uses literary language, including allusions and metaphors. The characters speak in dialect and register for this time period. The text has domain specific vocabulary to the military, including censors, marine, naval battles, sergeant, and indefinite leave. The author also uses Native American terms that cannot be determined through context.	3 Readers should have prior knowledge of World War II and the concept of Native American boarding schools. Readers should also have knowledge of the constructs of letter writing. Some situations will be unfamiliar to readers.	13	Substantial	This text relates to the unit's theme: points of view. This text uses letter writing to demonstrate the point of view of two Native Americans facing a difficult time period for their people. This text shows perspectives of the United States and World War II that are not seen often in literature.

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion
4	Small Group	Ring of Remembrance	820L	T/50	3 This myth tells about a boy who returned a ring to a king. The ring helps the king remember his wife, the boy's mother. The text has many levels of meaning. Readers will be exposed to complex concepts, including unfamiliar situations and some fantasy elements.	3 The text has one omniscient narrator. The connections between events are subtle; Bharat talks to his mother about his father, finds the ring, returns the ring to the king. It is only at the end of the text that all of these events are connected.	3 The author uses compound sentences and subordinate clauses. There is a high level of detail and some metaphors. The author also uses foreign language terms that need to be researched and are not interpreted through context.	3 Readers will need to have prior knowledge of the myth genre. Settings will be unfamiliar to readers, since the setting of this myth is in a kingdom that is now India. Events will be complex to readers, such as Bharati almost being arrested for returning the ring, Bharati's parents' relationship, and the fantasy elements (curses, animals as friends).	12	Substantial	A theme of this text ties in with the theme of the unit, point of view. The text demonstrates how Ma has her perspective of their family situation (her husband forgot her because of a curse), King Dushyant has his perspective (he does not remember his family), and Bharat has his perspective (he misses the father he has never met). Though all three characters are dealing with the same situation, all three see it differently.
4	Small Group	The Reluctant Storyteller	740L	T/50	3 The text has multiple layers of meaning and several themes. Readers will come across complex concepts, including family expectations, the Cherokee culture, and the importance of storytelling. The dialogue is complex, and the importance of storytelling in cultures.	3 The text shifts to stories told by multiple characters. Events can be difficult to predict; for example, Chooch worries about disappointing his family, but discovers cooking as a form of storytelling. The dialogue is complex, and readers will need to interpret characters' feelings through their stories.	2 The author uses a high level of detail in the text. The text is told in a conversational register, like someone telling a story. The sentence length varies. There are unfamiliar foreign language terms.	3 Readers will need to have familiarity with United States geography. Readers will be come across to unfamiliar concepts, including the Cherokee culture. Readers may be familiar with the situation of an emotional struggle and worries about living up to family expectations.	11	Substantial	One of the themes of this text is about storytelling. The text makes it clear that the Chooch's family are able to share their points of view through storytelling.
4	Small Group	Vote for Me Because...	710L	S/40	2 The text is about two friends running against each other for class president. The meaning of the text is clear, though multiple themes and lessons can be interpreted by readers. Readers should recognize familiar social situations.	2 The text has multiple characters with unique voices. The dialogue can be complex at times; readers will often need to interpret characters' thoughts and feelings. Though there are references to the past, the time does not shift.	2 The author's use of language is mostly concrete. There are varying sentence lengths, especially in dialogue; Eliana's dialogue has complex sentences with some academic vocabulary, while Mason's dialogue is usually simple sentences and more conversational. The text also includes idioms and foreign language terms.	2 Some familiarity with an election process would help readers' comprehension. Some concepts may be familiar to readers social situations, such as speaking in front of a classroom and disagreeing with a friend.	8	Moderate	One of the themes of this text is to perceive things differently and to consider other's points of view. Eliana must debate for healthy foods in her school's cafeteria but learns to listen to both her uncle's advice about friendship and Mason's advice to not take things so seriously. Mason, too, changes his perspective by the end of the text. This theme of understanding different perspectives relates to the theme of the unit. The Lexile level is low for this grade level, the themes are complex.
4	Small Group	Whale Coast Caper	670L	R/40	2 This realistic fiction text tells about Cyrus who visits the Whale Coast in South Africa. Cyrus, his cousin, and a friend expose an abalone poacher. The meaning of the text is clear, though multiple themes can be interpreted. Some concepts may be complex to readers, such as the South African culture and the idea of poachers.	2 The text has multiple characters. Events can be difficult to predict. The situation is constantly changing in the text; Cyrus thinks he will spend the trip with his dad, who gets called away or Cyrus and Flip are skateboarding and uncover a poacher. This constant change helps mimic real life situations.	2 The author generally uses simple sentences. The text is mostly of realistic dialogue and easy vocabulary, which is why the Lexile level is low for this grade level. However, there are some foreign language terms that may be unfamiliar to readers.	3 Readers do not need prior knowledge to understand this text. Some situations may be familiar to readers, such as traveling with family members or social situations with new friends. However, the setting of the text, South Africa, the concept of poachers, and the South African culture may be new to most readers.	9	Moderate	One theme of this text is perspectives. When Cyrus thinks he is going to South Africa, he thinks of safaris and finds the Whale Coast completely different. Cyrus and Flip think they can trust Lekhart and find that he is a poacher. The theme of perspectives ties in with the theme of the unit, author's point of views.
4	Small Group	Exploring Space	990L	R/40	2 The text's meaning includes more complex concepts about space travel and a higher level of detail. The text has a single purpose—to present information about space travel—but the information is detailed and involves multiple facets, such as the importance of space travel around the world, famous astronauts, how one trains to go to space, etc.	2 The text includes a reasoned explanation of why space travel is important in addition to facts, such as the examination of the Space Race between the former Soviet Union and the United States. Connections between events or ideas are sometimes subtle. The text includes small sections that utilize different modes of communication of varying complexity, such as a timeline.	3 Many complex sentences with increased subordinate phrases and clauses or transition words. Significant academic vocabulary (instruments, dominance, bolted) and some domain specific content vocabulary (satellite, launch, capsule).	2 The text topic of space travel is familiar, with some details new to reader, such as the Space Race or the continued efforts of NASA to accomplish new goals.	9	Moderate	Few advancements in technology have taken the world by storm as has space travel. This text explores the human side of space travel, allowing students to see the human side of space travel, through engrossing text and fact-filled graphics, such as detailed sidebars and a timeline. Students will enrich their knowledge of space exploration and the topic of technology that impacts society.
5	Whole Group	India's Ingenious Solar Canals	970L	S	2 The text has a single purpose of explaining how India uses solar panels to save water and produce power. It provides a detailed description to illustrate this idea.	2 The predominant text structure is descriptive, but a section has a different structure. Text includes an intro paragraph that provides some background information.	2 Text contains mostly simple and compound sentences, with some complex sentences. Vocabulary includes some unfamiliar, context-dependent words.	2 The use of solar panels to create power may be abstract but familiar to readers. Readers may have limited background knowledge of India.	8	Moderate	This text describes India's clever use of solar panels to produce power and save water.
5	Whole Group	Buying Sunshine with Smartphones	980L	T	2 The text has a single purpose, to explain the use of a solar power kit, but the information is detailed and involves multiple facets.	2 The text has a consistent descriptive structure and includes detailed information about a solar kit and how people use it.	2 Text is mostly simple and compound sentences. Text has some academic and domain-specific vocabulary, most of which are contextually supported.	2 While solar panels and cell phones may be familiar, the text explores the topics in a new context readers may not be familiar with. Daily life in East Africa is supported with anecdotes and examples.	8	Moderate	This text explains how a solar power kit provides East Africans with dependable and affordable electricity.

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5	Whole Group	Bring Wind Farms to West Hilbury!	970L	T	2 The purpose involves conveying a range of detailed information about how a wind farm can benefit a town.	2 Argument is clearly stated in this letter. Connections between argument and evidence are clear and direct.	2 Text contains mostly simple and compound sentences. Vocabulary includes some unfamiliar, context-dependent words.	3 Readers need familiarity with wind energy or wind farms in order to apply the concept of how a wind farm can help a town; some image support.	9	Moderate	The author of this opinion text argues in favor of building a wind farm in her town.
5	Whole Group	Wind Farms? Not in My Town!	970L	U	2 The purpose involves conveying a range of detailed information about how a wind farm can be bad for a town.	2 Argument is clearly stated in this letter. Connections between argument and evidence are clear and direct.	2 Text contains mostly simple and compound sentences. The use of figurative language throughout the text may challenge some readers.	3 Readers need familiarity with wind energy or wind farms in order to apply the concept of disadvantages associated with a wind farm/wind turbines; some image support.	9	Moderate	The author of this opinion text argues against building a wind farm in her town.
5	Whole Group	Deepika Kurup: The Quest for Clean Water	970L	V	3 The text discusses the complex concept of creating a water purification system, which requires detailed explanation.	3 The text uses more than one text structure and includes detailed information about the process of creating a water purification system.	3 Text has an objective style that uses a mix of simple, compound, and complex sentences. Significant academic and domain-specific vocabulary with some contextual support.	4 Challenging physical science concepts with multiple dimensions appear in the text.	13	Substantial	A young woman creates a water purification system so people can have access to clean drinking water
5	Small Group	From Place to Place: The World of Transportation	880L/950L	S/44		Qualitative Analysis can be found on the Inside Front Cover					These two texts relate to the topic of technology impacting society by presenting detailed information about transportation: both its history and types that solve problems. The first text includes sidebars and a timeline to aid students in building a comprehensive understanding about the history of transportation. The second text uses labeled charts, diagrams, and photos to provide clarity on the function of the various transportation. Students can build their knowledge of their own daily experiences with transportation through the rich text and clarifying graphic elements. The lexiles and levels vary for the texts to appeal to a range of reader levels.
5	Small Group	Inventions in Communication	930L 940L 980L	T/44-V/60		Qualitative Analysis can be found on the Inside Front Cover					Innovations in technology have certainly had an impact on society. The first text shares both simple and abstract ideas with readers that may require inferences and aid from the selection'd graphics. The second text includes higher-concept domain-specific vocabulary, such as telegram, telegraph, patent, fiber optics. The third text contains sidebars with various sidebars that relate to the running text in more subtle ways. These texts enhance and expand students' knowledge of various forms of communication and how they have evolved over time to impact society to such a degree as to become indispensable in their daily lives. The lexiles and levels vary for the texts to appeal to a range of reader levels.
5	Small Group	Letterboxing: Create a Treasure Hunt	990L	W/60		Qualitative Analysis can be found on the Inside Front Cover					While letterboxing isn't a form of technology, geocaching has had an impact on the practice. This text requires students to expand their knowledge on topics related to and impacted by technology, such as simple mapmaking and map reading and how GPS is used. This text allows students to practice using aspects in a controlled way that can help them better connect to the world around them, especially when using technology such as GPS or map services on devices.

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5	Small Group	Opinions About Driverless Cars	970L	T/50		Qualitative Analysis can be found on the Inside Front Cover					This text presents alternate viewpoints on the topic of driverless cars. The various structures can be used to show students how to structure an opinion and integrate information from both running text and graphics. This text gives students the opportunity to make connections to topics such as science, technology, and ethics, through the lens of how technology impacts society.
5	Small Group	Opinions About Water Power	910L 920L 980L	U/50		Qualitative Analysis can be found on the Inside Front Cover					Readers learn about different forms of water power (dams, hydroelectric power, geothermal energy), which have an impact on people and environments. The first text addresses how dams bring value to people's lives, using domain-specific vocabulary that is used throughout the book. The second text challenges the ideas presented in the first text, addressing the problems of dams through use of sidebars with implicit connections to the running text. The third text uses various text structures to discuss geothermal energy as an alternative to dams. These texts enrich students' knowledge of the benefits and drawbacks of water-powered technology, so that they can form a well-rounded look at the topic. The lexiles and levels vary for the texts to appeal to a range of reader levels.
5	Small Group	Simple and Complex Machines (Bridges)	810L	U/50		Qualitative Analysis can be found on the Inside Front Cover					Simple and complex machines have had an impact on society by making our lives easier. This text enhances students' knowledge of machines using domain-specific vocabulary such as fulcrum, wedge. While some ideas may be challenging, the text provides detailed graphics that connect to the running text, such as sidebars and diagrams. This text contains opportunities for students to apply what they read about machines to other topics, such as math and engineering.
5	Small Group	The Science of Modern Technology	880L 960L	V/60		Qualitative Analysis can be found on the Inside Front Cover					These texts present a linear look at the science of how and why technology has evolved over the years to add value to people's lives. The first text uses sidebars and section headings to organize information for ease of use. The second text examines how computers have changed over time, utilizing graphic features such as a timeline. Students may be familiar with how they use devices in their everyday lives, but these texts will expand their knowledge of the earlier iterations and functions of some of these products. Students can make connections between the technology they use every day and the history/function of those items. The lexiles and levels vary for the texts to appeal to a range of reader levels.

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5	Small Group	Cats in the City	600L	R/40	3 There are several levels of meaning: finding a feral cat a home and how the bonding of strangers over a feral cat creates a community of caretakers and friends.	2 The story is linear and chronological and takes place over a period of days. Each new character is introduced with a detailed illustration.	2 The descriptive language is easy to understand with details that help the reader visualize the various settings inhabited by the cat.	3 There are a few concepts that are explained in the text such as the difference between stray and feral cats and how GPS can be used to track a cat and keep it safe.	10	Moderate	The story illustrates how wild animals can become part of a community. It also touches on aging; while the cat may be fine on its own while young, it needs a proper home and tending as it ages. The cat will survive because of its ability to make friends with people in the community. How creatures survive is part of the unit's theme.
6	Whole Group	The Kelpie	750L	S	2 The text has two levels of meaning. Readers must integrate information from illustrations to understand story elements.	1 Events are in chronological order and are clearly connected.	2 Simple and compound sentences with some more complex constructions.	3 The text may include an example of a different genre: folktale. The text varies in complexity, with unfamiliar events, settings, and situations.	8	Moderate	This Welsh folktale tells the story of a shape-shifting creature called a "kelpie" and the courageous girl who escapes from him.
6	Whole Group	The Berserker and the Baby	740L	S	2 The text has two levels of meaning. Readers must integrate information from illustrations to understand story elements.	3 The text may include subplots, time shifts, and more complex characters. Connections between events or ideas are often implicit or subtle.	2 Simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	3 The text may include an example of a different genre: legend. The text varies in complexity with unfamiliar events, settings, situations, and vocabulary.	10	Substantial	The Berserker, another name for a fierce Viking, Thorir adopts a baby and learns a lesson about priorities.
6	Whole Group	The Knotted Branch, Part I	1030L	V	2 The theme is clear but is conveyed with some subtlety.	2 Connections between events and ideas are sometimes implicit or subtle.	2 Language is mainly concrete and literal; some unfamiliar concepts.	3 The text may include an example of a different genre: historical fiction. The text varies in complexity, with unfamiliar events, settings, and situations.	9	Moderate	Joseph Bruchac wrote this historical fiction about a teenage Abenaki boy, Saxso, and his quest to save his family.
6	Whole Group	The Knotted Branch, Part II	860L	U	2 The theme is clear but is conveyed with some subtlety.	2 Connections between events and ideas are sometimes implicit or subtle.	2 Language is mainly concrete and literal; some unfamiliar concepts.	3 The text may include an example of a different genre: historical fiction. The text varies in complexity, with unfamiliar events, settings, and situations.	9	Moderate	In part II, Saxso is still on the trail of the Bostoniak soldiers who took his mother and sister, but he finds a clue in a tree.
6	Whole Group	The Fire and the Wave	860L	T	2 The purpose is revealed early in the text but is conveyed with some subtlety.	2 The text has a range of characters. Events may occasionally be difficult to predict.	3 Simple and compound sentences with some more complex constructions. Some figurative language is used.	3 Text assumes some cultural knowledge of Japanese rice farms. A range of recognizable ideas and challenging concepts are addressed.	10	Substantial	In this folktale from Japan, an elderly man goes to extreme measures to save his village from a tsunami.
6	Small Group	Everest Dreaming	700L	V/50	3 The purpose is to show how a young girl fulfills a lifelong dream to climb Mount Everest by actively taking steps to achieve this goal for many years.	2 The story is told in a series of journal entries over a decade. The narrator illustrates her journal entries and writes humorous captions that relate to each entry.	2 The story is realistic fiction. The language is not complex.	3 Students may have limited knowledge of cerebral palsy and its impact on the body. While the character's ailment makes pursuing her dream more difficult, she continually trains and earns money to achieve her goal of climbing Everest. Reader must pick up on text clues to note the passage of years.	10	Moderate	The story ties to the unit's focus on survival and endurance, both that of the body and that of the mind. Climbing a mountain with a disability is an undertaking and it is not one the character does lightly or easily. There is respect for the work needed to complete this task.
6	Small Group	Menehune Castle	750L	W/60	4 The fantasy has several levels of meaning: to illustrate aspects of Hawaiian folklore and its relevance to a young girl living in the city.	3 The fantasy weaves between reality and the imaginings and dreams of a girl with the reader questioning whether she is a reliable narrator.	3 The language includes nouns and idioms that relate to Hawaiian culture that are either explained, defined, or the reader is provided context clues.	2 While readers may not be familiar with Menehune, they are defined and illustrated. The setting is clearly developed and sites around Hawaii are explored.	12	Substantial	Finding connection and gratitude to one's family and community are linked to happiness and survival here. Someone who seems to have it all does not have what the narrator has and comes to appreciate, a loving father and brother.
6	Small Group	Mystery of the Sewer Gators	NP	T/50	2 Here, the graphic novel's primary purpose is to entertain. However, the concept of urban myths and how these tall tales develop and spread is covered as well.	3 The story is told in panels; character's reaction are expressed through illustrations or dialogue in speech bubbles.	2 Several Spanish words are used but the reader can understand the meaning through context. The sentences are not complex but the student must gather some concepts through the illustrations.	2 There is some basic knowledge needed to understand how to read a graphic novel, i.e., left to right, top to bottom, and an understanding when some text refers to the panel as a whole.	9	Moderate	The idea of exploring and investigating the unknown whether to allay fears or to satisfy curiosity is tied to the unit's theme. There is also a sly reference to the radio broadcast of the War of the Worlds, how it was taken as truth because people did not go out and see what was happening for themselves.
6	Small Group	Nia's Palace Garden	740L	U/50	3 The story has several purposes, relaying how a house is built, how to grow a garden, all options for the ambitious Nia as she helps a volunteer group build her home. However, the story is also about overcoming the prejudice of others by being a good neighbor.	3 The tale is linear and broken down into chapters as we follow the progress of building a home from the laying of a foundation to ribbon cutting.	1 The dialogue is realistic and there is lots of descriptive detail that describe how the home looks and the process undertaken to create it.	2 While some students may know about Habitat for Humanity, those who don't will get a good understanding of a similar organization and how it works with both professionals and volunteer helping to build new homes.	9	Moderate	There is a resiliency to the characters. They've had bad luck and hard times but they sought and found a solution as they build their new home. Both the family and the neighborhood benefit from this family's will to succeed and survive.

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6	Small Group	Pura Vida	730L	U/50	3	The story functions as a tale of adventure and also an introduction to life in a Costa Rican rain forest and what scientists do to document and preserve life in a vanishing habitat.	3	The story is broken down into chapters taking the family from their home to a new home abroad. The chronology is straightforward. The illustrations will help students to visualize the rain forest.	2	There is some academic language and the names of the animals and plants in the rain forest habitat.	3	Some students may have little experience with a rain forest habitat but the illustrations and descriptions will be of help. Also, the discussion of how a scientist documents animals in the wild using camera and footage will be helpful	11	Moderate	The story references the Swiss Family Robinson and the family's adventures and encounters with deadly snakes and fire ants and the threat of loggers adds suspense to the tale. so that survival is at the forefront to this tale.
6	Small Group	Surviving Alaska	630L	S/50	3	The story is an adventure tale with the purpose of showing how a boy survives in cold Alaska on a rescue mission.	4	The text focuses primarily on one character's adventure with some flashbacks to conversations with his father.	3	There is some figurative language as the boy relays his discomforts with the elements, his hunger, and his fears.	3	Some students may not be familiar with flashbacks and the inner dialogue the boy has with his father. However, the illustrations and the italic font should help to orient them.	13	Substantial	This is a true adventure tale of survival and the boy uses his smarts and his father's advice to stay safe. The danger and the tension are taut throughout, easing when the boy feel safe enough to nibble at a packed lunch.
6	Small Group	Trouble at Sea	650L	T/40	3	The story relays both history and a fictional tale of survival in the cold waters of the Atlantic after the Lusitania is sunk in World War I. The main character gets the drama and adventure she yearns for early in the story.	3	The story has several flashbacks and starts after the ship has begun to sink. After the story ends, there is a chapter that relays the factual details of the Lusitania and information about the real people who are fictionalized in the story.	4	There are a number of complex sentences and some high vocabulary regarding the ship's architecture that students may not recognize.	3	Students may not be familiar with the sinking of the Lusitania but details about the shipwreck are explained. In addition, information about the real ship helps students understand the significance of the event. While students may have to adjust to the flashbacks, there are subheads that address the time shift.	13	Substantial	This tale of adventure and survival is also a character portrait. The girl survives because of her determination. She also shows compassion and care for her fellow passenger, a professor who takes her dreams of adventure seriously.
6	Small Group	Giants of the Gilded Age	950L 960L	U/50-V/60			Qualitative Analysis can be found on the Inside Front Cover							The texts, sidebars, and captions focus on the links between people, events, and the societal changes brought about by the Industrial Revolution and the Gilded Age. The first text covers the fortunes made by tycoons Andrew Carnegie and John D. Rockefeller and their bent toward philanthropy. The second text focuses on people who aided the poor: Jane Addams, Ellen Starr, Elizabeth Blackwell, and Jacob Riis. Students use the texts to find evidence for questions about the Gilded Age, the impact of the Industrial Revolution, and as source material for historical fiction.	
7	Whole Group	The Road to Revolution	910L	T	2	The purpose of the text is to describe the reasons for and events leading up to the Revolution.	1	The text is chronological with explicit and clear connections between events and ideas.	2	The text contains a significant amount of academic and domain-specific vocabulary, both contextually supported.	1	The concept of the American Revolution should be familiar to most students.	6	Moderate	The roots of the American Revolution are detailed, including a timeline.
7	Whole Group	The Fight for Independence	970L	T	2	The text describes how colonists helped in the Revolution and provides examples.	1	The text is chronological, and connections between ideas and events are explicit.	1	The text is mostly simple and compound sentences. Most academic words will be familiar to readers.	1	The topic of the American Revolution should be familiar, with some details new to the reader.	5	Low	When colonists fought for independence from Britain, male citizens formed fighting militias. Some women also fought, but many more participated in other essential way.
7	Whole Group	The Banners of Freedom	980L	U	3	The memoir directly and indirectly covers several concepts, including war, slavery, and freedom.	2	Story structure is chronological, with a clear progression of time, but the reader may have to make small inferences to connect events.	3	The text includes language that may be unfamiliar. Several words are footnoted.	2	The topic is familiar, with some details new to the reader.	10	Substantial	From "The Memoirs of Boyereau Brinch."
7	Whole Group	A Loyalist's Daughter	960L	U	3	The memoir details a position that may be unfamiliar and requires analysis.	3	The connections between events and ideas are often implicit and subtle.	3	The text includes language that may be unfamiliar, including footnotes.	2	The topic is familiar, with some details new to the reader.	11	Substantial	From "The Diary of Miss Anna Rawle."
7	Whole Group	Native Americans in the Revolution	990L	V	3	The text includes complex concepts and a higher level of detail.	2	The connections between different Native American nations and events during the war are sometimes implicit and subtle.	2	Text includes academic and domain-specific words, including unfamiliar proper nouns	2	Readers should be familiar with the American Revolution, with details new to the reader.	9	Moderate	Native American nations had to choose between supporting the Patriots or the British. Most would agree that the nations lost in the Revolution, no matter which side they chose.
7	Small Group	In the West: Facing Change	790L	S/40	3	The two stories describes families from different cultures in the mid-1800s in the West. In the first, a girl and her family travel to Oregon Territory on a wagon train. In the second, a Shoshone boy practices his skill with a bow and arrow and witnesses the advance of settlers as they travel nearby.	4	The text begins with an introduction that describes the history of settlement in the West. The stories share settings. Descriptions of the wagon train are accompanied by detailed illustrations that show what the wagon looks like inside and what the various parts are called.	3	The two text are both written in the first-person with the first story told using diary entries. There are many descriptive details and domain-specific vocabulary such as the medicinal plants used by the Shoshone.	4	There are many academic and domain-specific words. There is also the history and settlement of the West, which is discussed in the introduction.	14	Highest	The unit focus on how conflict shapes society and a conflict over land is discussed in this text as a wagon train runs over fields of medicinal plants and destroys them. The story hints at the battles yet to come.

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7	Small Group	Native Childhood	920L/990L/1000L	T/44-U/50	Qualitative Analysis can be found on the Inside Front Cover								The three chapters look at life on reservations from the perspective of three different Native American nations. The first chapter discusses the Pueblo, and focus on children who participate in the Great Corn Dance and what life is like on the reservation, both historically and today. The second is an excerpt from Charles Eastman's memoir of his childhood in Minnesota among the Sante Sioux. As an adult Eastman became a both a writer and a doctor. The third is a memoir by Janessa Esquivel who lives on a reservation in Washington as a member of the Colville Confederation. Each chapter has sidebars and illustrations that add to students knowledge of Native peoples in America.		
7	Small Group	Paul Revere's Ride: Researching a Historical Legend	960L	V/60	4	The text teaches students a process: how to do research. The skill is taught partly by example by showing how historians have researched Paul Revere and his famous ride. Students use various sources, which are included in the book, to answer questions about Revere.	3	As this is a process book, the text uses numbers, bullet points, callouts, sidebars, and excerpts to define and illustrate terms such as primary/secondary source and bias.	3	There is much academic language, domain-specific language which is often defined. There are also excerpts from actual primary sources which have some complex sentences and high vocabulary.	3	Students who do not have basic knowledge of the American Revolution can still make sense of the text as events and people are discussed and defined. There are research terms that may be new to them, but they are defined in the text and there is a glossary as well.	13	Substantial	The unit focuses on conflicts in society, including the American Revolution, which is the unit's theme. The text introduces students to best research practices so they can explore history and societal conflicts and evaluate what they read.
7	Small Group	Revolutionary Kids	810L	T/50	2	The purpose of the two stories is to give readers an idea of how young people responded to the events and ideals of the American Revolution. The first is about two friends who want to join the Sons of Liberty, the second is about two sisters who want to become soldiers.	2	The text begins with an introduction that explains the history behind the American Revolution and what the Patriots were fighting for. Then, there are two separate stories.	3	There is some domain specific language that relates to the period but is often defined or students can determine the meaning using context clues or the glossary. There is also lots of dialogue in both stories.	3	Some knowledge of the American Revolution is useful but students can pick up information they need by reading the introduction.	10	Substantial	Given that the text focuses on young people, these stories will bring new light on the history of an era students are studying in Grade 5. The stories also relate to the unit's themes of how conflict shapes society.
7	Small Group	Revolutionary Women	880L 930L 970L	U/50	Qualitative Analysis can be found on the Inside Front Cover								The text focuses on two women who were impacted by conflicts during, and after the American Revolution but still managed to use their talents and skills professionally. The first chapter focuses on Deborah Sampson, who disguised herself as a man so she could fight with the Continental Army. The second chapter discussed the life of Phillis Wheatly. Phillis was enslaved as a girl and brought to America. Later, she became the first African American to have her work published. Her poems were read both in the United States and Europe. In later years, she became a free woman.		
7	Small Group	The Memoir of Gurdon Saltonstall Hubbard	1080L	W/60	3	Gurdon Saltenstall Hubbard was a fur trader who worked and lived in the frontier and became friends with members of the Kickapoo Nation. In later years, he wrote his memoirs. The memoirs are a primary source of colonial life as he offers rich details of how he lived, what he ate, and what he wore.	3	The book is divided into chapters. Hubbard is introduced. The introduction is followed by his memoirs which are illustrated. A final chapter describe his later years where he lived in Chicago. There are sidebars throughout that provide additional, related information.	4	As this is a memoir there is much domain-specific language. Many meanings can be determined using the glossary, the illustrations, or context clues.	4	Students will benefit by reading the introduction to the memoirs which gives them context into the era Hubbard lived and the Native American nations that he encountered. The illustrations will also help students to make sense of what Hubbard describes in the text.	14	Highest	The memoir is a rich primary source that is a good fit for the unit topics which cover the early history of the United States and its development and expansion
7	Small Group	Who Lives Where, and Why	890L	R/40	3	The text's focus is to explain what shaped settlements in the United States. Topics such as water, landforms, and climate are discussed. In addition, factors that changed where people lived, such as the invention of air-conditioning, are covered.	3	There is an introduction to the concept, then topics such as water, topography, and climate are discussed in separate sections. There are many sidebars to introduce informaton, primary sources, and bias of people who relate to the topic.	4	There is substantial academic and domain-specific language that is often defined. There are also primary sources that have some high language.	3	Familiarity with maps and how to read what is on a map is useful to students who use this text. However, there are many illustrations with labels that can help to orient them to what is being identified on the various maps.	13	Substantial	The text explains how and why various regions of the United States developed when they did, which relates to the unit's themes of the development of the United States.

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7	Small Group	Astronauts in Training	730L	S/40	3 The purpose of the text is to show how students interested in math and science put those skills to use at space camp. One group does so well at camp they are allowed to help a ground crew and an astronaut on an actual mission to explore the effects of gravity on plant life.	3 The story is told in chronological order. A problem/solution text structure is used in some portions of the story. The story starts with the students at camp and then moves to scenes with a student sent into space. The story is told in the third person.	4 There are many scientific and domain-specific terms that relate to space travel and space exploration. There are also terms that relate to technology, such as robotics. There is both a glossary and illustrations to aid comprehension.	4 Students who are familiar with the genre of Science Fiction will recognize some terms such as a Transport Disk. However, the bulk of the terms used are related to actual science, space exploration, and spacecrafts. Knowing what these terms mean will aid comprehension and enjoyment of the text.	14	Highest	The text relates to the unit's theme of exploration of the elements. Here, the Odyssey is a ship that explores space. Students can relate this to the unit's selections which are adaptations of Homer's Odyssey.
8	Whole Group	The Important Water Cycle	950L	T	2 The purpose of the text is to explain the water cycle and the effects of human activity on water.	1 The text explains the various stages in the water cycle in a way that is clear and easy to follow. Human effects on water are explicit and clear.	2 The text is comprised of simple and compound sentences with a few complex structures. There is some unfamiliar vocabulary.	2 The topic should be familiar to most students, with some details new to the reader.	7	Moderate	The water cycle includes precipitation, condensation, transpiration, and evaporation and is affected by human activities.
8	Whole Group	Water-Wise Landscaper	820L	R	2 The text discusses the concept of landscaping that saves water, which may require explanation.	2 The text explains the purpose and uses examples to elaborate on it.	2 The text is comprised of mainly simple sentences. Text includes some domain-specific vocabulary.	2 The topic should be familiar to most students, with some details new to the reader.	8	Moderate	Michelle Pekko-Seymour, a landscape designer, is interviewed about using plants and other materials for landscaping that don't require watering
8	Whole Group	Conserve Fresh Water for the Future	960L	U	2 Purpose and meaning of the argument are clear and concrete with a narrow focus.	2 The argument and connections to supporting examples are clearly stated.	2 The text is comprised mainly of simple and compound sentences. The domain-specific and academic vocabulary is somewhat familiar.	2 The topic should be familiar to most students, with some details new to the reader.	8	Moderate	The author writes an opinion arguing for the importance of saving water now for future generations.
8	Whole Group	Save Water NOW	1030L	U	1 Purpose and meaning of the argument are clear and concrete with a narrow focus.	1 The argument and connections to supporting examples are clearly stated.	2 The text comprises mainly simple and compound sentences. The domain-specific and academic vocabulary is somewhat familiar.	2 The topic should be familiar to most students, with some details new to the reader.	6	Moderate	The need for regulations designed to save water is detailed in the argument.
8	Whole Group	The Kamaishi Miracle	900L	S	1 Purpose and meaning of the text are clear and concrete with a narrow focus.	2 The text is structured in sections, describing either events or preparedness.	2 The text comprises mainly simple and compound sentences. Some domain-specific vocabulary may be unfamiliar.	2 The concept of disaster preparedness should be familiar to most students, with some details new to the reader.	7	Moderate	Tsunami emergency preparedness in Japan helped save lives in 2011.
8	Small Group	Danger at the Beach	NP	R/40	2 The drama illustrates the damage that oil spills, plastics, and garbage cause to a water environment and the wildlife that lives in them. A family volunteers to spend several days helping to clean it up.	3 The drama is told in three acts, with a number of scenes, and nine characters. There is a cast list and stage directions. There is a glossary to help students with domain-specific vocabulary. The text also uses a problem/solution text structure.	3 There are many scientific and domain-specific terms that relate to the water cycle, and harm to a water cycle. There is both a glossary and illustrations to aid comprehension.	4 While the text does require knowledge of the water cycle and the environment, these terms are clearly described and/or defined in the text and glossary.	12	Substantial	The text relates to the unit's Essential Question of what water means to people and the society that lives in it.
8	Small Group	Finding Fossils	1010L	W/60	3 The text's purpose is to give students a thorough understanding of fossils, including how they form, their types, how they are carefully removed and studied, and famous examples of fossils found in different habitats around the planet.	3 The text is written in the third person with several chapters, many illustrations, captions, sidebars, and maps that relate to the topics in a particular chapter.	4 There are many scientific and domain-specific terms that relate to fossils, paleontology, and forces such as erosion that lead to the discovery of fossils. There is a glossary and in-text definitions to aid comprehension.	4 A basic knowledge of fossils, dinosaurs, and paleontology would be helpful. However, many of these topics are covered in much detail throughout.	14	Highest	The text relates to the history of Earth and the various forces that shaped where plants and animals lived. This is tied to the unit theme of how important elements, such as water, have dictated where life advanced and thrives.
8	Small Group	Make a Family Emergency Plan	960L	U/50	3 The text has several purposes. First, to educate readers about severe weather, such as tomadoes, hurricanes, and blizzards. The text describes how they form, the damage they can do, and how meteorologists predict them. The second purpose is to help students and their families prepare for disasters such as these by putting together bags with necessary goods, supplies, and tools and creating a safety plan of escape.	4 The text has several chapters, many sidebars, illustrations, graphs, charts, maps, and sections where students can prepare their own disaster plans and apply what they have learned to make predictions. There is also a glossary.	4 There are many scientific and domain-specific terms that relate to storms. Most are defined or listed in the glossary. There are many compound sentences.	4 A basic knowledge of Earth science would be of help, but the text does introduce the students to many aspects of meteorological science as per severe storms.	15	Highest	The text relates to the unit's Essential Question of what water means to people and the society that lives in it.

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8	Small Group	On the Space Station	920L 950L	U/50-V/60	Qualitative Analysis can be found on the Inside Front Cover								The first text introduces the International Space Station and the life of the astronauts who work on it. Concepts related to the ISS, such as gravity, flight plans, and daily routines such as fitness and eating are discussed. The second text details the three labs and the experiments and research conducted on board the space station, such as growing vegetables or examining space travel's impact on creatures and the human body. This text supports other scientific themes in the unit related to exploring new frontiers.
8	Small Group	Opinions About New Energy Ideas	930L	U/50	4	3	4	3	14	Highest	The text includes information on the science of using the movement of the ocean's waves to obtain energy which relates to the unit theme and the Essential Question of what water means to people and the society they live in.		
8	Small Group	Seas in Danger	910L 930L 940L	T/44-U/50	Qualitative Analysis can be found on the Inside Front Cover								Each of the three texts discusses the harmful impact that human beings have had on our oceans and seas. The first text covers the disappearance of inland seas that have vanished due to irrigation that leave behind dry lands that are unfit for plants. The second text describes Ocean Dead Zones, waters without oxygen created by sewage and waste products that lead to algae blooms and oxygen-devouring bacteria. The third discusses the Great Pacific Garbage Patch where plastic trash has collected in a vast area due to the repeating circular patterns of waves. Remedies to all three problems are presented. All three texts are tied to the unit's theme of water and its impact on society.
8	Small Group	Wanderer and the Ice Age	650L	T/40	3	3	2	3	11	Substantial	The story includes details about the Ice Age and glaciers, water features on the earth which relates to the unit's themes and ideas about water and its impact on society.		

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8	Small Group	Building Barriers	800L/920L/930L	T/44-V/60	Qualitative Analysis can be found on the Inside Front Cover								The text focuses on the historic importance and development of walls in society. The first chapter covers famous walls in history, including The Great Wall of China, Hadrian's Wall in Britain, and the Berlin Wall that separated East and West Germany. The section discusses the purpose for the walls and activities that happened near the walls. The next section discusses other fences and walls such as those built to keep wildlife out or in, and sea walls to hold back the ocean to prevent flooding. The third section covers the steps and technology used to build various walls, including concrete walls, the Medieval walls of a castle, and modern green walls made of plants. The selection is tied to the unit's ideas about the economic development of cities. In this case, how walls protect property and lives.
9	Whole Group	Pittsburgh Goes Green	1040L	V	2	3	2	3	10	Substantial	In the late-1980s, Pittsburg was struggling economically. The one-time capital of the steel industry needed to reinvent itself to survive. This text explores Pittsburgh's history and revitalization.		
9	Whole Group	Baltimore: Putting Out the Welcome Mat	990L	U	2	1	2	3	8	Moderate	The economically ailing city of Baltimore centers its revitalization plans on harbor renovations and immigrant residence programs to bring in money.		
9	Whole Group	Selling Shoes, Part 1	710L	T	2	1	2	2	7	Moderate	A boy named Bronze tries to sell his shoes outside while it is snowing. People think he is crazy, but then his luck changes.		
9	Whole Group	Selling Shoes, Part 2	630L	T	2	1	2	2	7	Moderate	A boy named Bronze tries to sell his shoes outside while it is snowing. People think he is crazy, but then his luck changes.		
9	Whole Group	Chicago: An American Hub	970L	V	2	2	3	3	10	Substantial	Chicago has an interesting history that begins in the mid-1800s. The Great Fire and the World's Fair are just two of the important events in the city's rich history detailed in the text.		
9	Small Group	Dear Annie: Letters from a Young Silversmith	770L	R/40	2	3	3	3	11	Substantial	The text ties to the unit's theme of economy and it relation to the growth of cities as students explore how various young people earned a trade so they could support themselves as adults in cities such as Williamsburg.		
9	Small Group	Immigrant Success Stories	970L	V/60	2	4	4	4	14	Highest	The selection is tied to the unit's theme of how people, from all cultures, contribute to the economic growth and well-being of the United States.		

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9	Small Group	Remarkable Roads	890L 970L 1000L	T/44	Qualitative Analysis can be found on the Inside Front Cover								Students read multiple texts about roads. The first text is about road builders in the ancient world, and includes those built in Egypt, Persia, China, Rome, and the Inca Empire. The second text concerns highways around the world, such as a highway that spans waterways in China, the long Pan-American Highway, and a highway in Seattle that floats. The third is about the planning and construction of highways. Each of these texts relates to the unit's theme of society and cities, as transportation is crucial to a city's economic development.
9	Small Group	Trade in Early America	1010L	W/60	3 The purpose of the selection is to define trade and explore its long history in North America and the United States. The text covers trade between Native American nations: what they traded, what they traded for, where they traded, and their trading partners. Trade in the American colonies includes discussions of trade with England, the Triangular Trade Route that led to the enslavement of Africans, and the ports and cities that grew to become cities and the United States' current trading partners around the globe.	3 The text has a chronological text structure as well as a cause/effect text structure. There are many diagrams, charts, and photographs that help identify what was traded. There are also primary source image and documents.	4 There is a great deal of academic and domain-specific vocabulary. However, there are also charts that help students with vocabulary, such as a pronunciation guide to the names of Native American nations and a glossary. Many objects that were traded are also identified with a caption.	3 Some knowledge of trade, Native American nations, and life in the American colonies and the first century of the United States will be helpful.	13	Substantial	Trade as the driving force of an economy is directly related to the unit, which covers how economic changes impact society.		
9	Small Group	Transportation Innovations	1000L 1020L	U/50	Qualitative Analysis can be found on the Inside Front Cover								The first text discusses the history of the automobile and people and topics that relate to it, including the internal combustion engine, Henry Ford, mass production, the assembly line, and the cost of an automobile relative to a worker's salary. The second text covers the Panama Canal, the result of a long quest to find a shortcut to connect the Atlantic and Pacific Oceans. Students learn of the problems encountered during its creation and how engineers and workers managed to carve a canal into mountainous terrain using locks. As the completed canal allowed for easier trade between the East and West coasts of the United States it is a good fit for a unit that covers economic development and its impact on society.
9	Small Group	Working in the 1800s	790L	S/50	4 The purpose of these stories is to show how geography and technology affected employment in the 1800s. The first story is about two friends from Ireland who work on power looms in the mills; dissatisfied with their pay they decide to protest. The second is about a boy who helps install Grant Woods' telegraph line on a train, an invention that prevented train collisions. The boy is honored to meet the inventor. The underlying meaning in these stories that it is up to the worker to find humanity and purpose in his or her work.	3 The stories are prefaced by an introduction that describes how work in the 1800s was transformed by technology. Each story has a single setting and multiple characters. Illustrations provide period details throughout. Both stories are told in the third person.	2 There is some domain-specific language in both stories. The language and dialogue are not complex.	3 Some knowledge of the Industrial Revolution will be useful to students reading these stories.	12	Substantial	The stories relate to the unit's ideas of how people from many different backgrounds and cultures work together to create products and services for an economy, which was true in the United States in the 1800s and is still true today.		

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9	Small Group	Zora's Great Migration	720L	T/50	4 The purpose of the text is to illustrate the Great Migration of African American who left the South for better opportunities. The story is about a girl who moves with her family to the Midwest in 1919. The underlying meaning is that although change is difficult, a new life can bring unexpected joys and surprises.	3 The text begins with an introduction, has multiple genres (there is a letter in the text as well) and several characters and settings. The text is mostly written in the third person.	2 The language and dialogue are not complex. There is some domain-specific language in the introduction and the text.	3 Some knowledge of sharecropping and the Great Migration would be useful to students.	12	Substantial	The text relates to unit's themes that people often move for economic opportunities and that advances in technology allowed people to start new jobs in a different region or country.
9	Small Group	Best Chef	770L	U/50	2 The purpose is revealed at the beginning of the text but is conveyed with some subtlety. More than one level of meaning, with levels clearly distinguished from each other: the purpose of the cooking competition is to both let students show off their skills, but also to teach them about scientific properties of matter. Theme is clear and revealed early in the text, but is conveyed with some subtlety.	3 One narrator; point of view is first person. Connections between events or ideas are often implicit or subtle (i.e. the contestants choosing to remove certain ingredients from their recipes).	3 Many complex sentences with increased subordinate clauses are included. The text includes significant domain-specific vocabulary (activate, physical reactions, enzymatic) and unfamiliar terms (felled by, crucial, quest) that may be supported contextually.	2 The text assumes some personal experience (school experiments) or cultural knowledge (television cooking competitions). Contains both simple and more complicated ideas (cooking, scientific experiments).	10	Substantial	In this realistic fiction, the matter is ingredients, and the transformation occurs during a cooking competition at school. This is an excellent example of a first person narration and gives students an accessible window into the topic of transforming matter.
10	Whole Group	Mixtures and Solutions	940L	U	3 To explain that types of matter can be combined in different ways, the text's meaning and purpose may require some analysis by the reader.	2 The structure divides the text into sections describing mixtures and solutions. The solution section describes an example.	2 The text includes simple sentences and compound sentences, and some more complex structures. Vocabulary should be familiar.	2 Mixtures, solutions, and the examples given should be concepts familiar to most students.	9	Moderate	What is the difference between a mixture and a solution? This text describes both, how they are alike and of course, how they are different.
10	Whole Group	Investigate Matter: Oobleck	770L	R	1 The author's purpose is clear and narrowly focused.	1 The text is organized into numbered steps. The connections between the events, ideas, and actions are explicit and clear.	2 The text includes mainly simple and compound sentences. Some vocabulary may not be familiar.	2 This slimy substance should be familiar to many readers. Recognizing measurements and following instructions may be challenging for some readers.	6	Moderate	A weird substance has an even weirder name. Let's make some!
10	Whole Group	The Trouble with Mogriffs, Part 1	NP	T	3 Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	3 The text's characters, dialogue, and images require readers to interpret some events.	2 The dialogue has mainly simple sentences. Vocabulary is mostly familiar.	3 The events are less common experiences readers have with pets and changing states of matter.	11	Substantial	What kind of pet is a mogriff? A girl has trouble keeping a present for her mother from escaping.
10	Whole Group	The Trouble with Mogriffs, Part 2	NP	T	3 Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	3 The text's characters, dialogue, and images require readers to interpret some events.	2 The dialogue has mainly simple sentences. Vocabulary is mostly familiar.	3 The events are less common experiences readers have with pets and changing states of matter.	11	Substantial	What kind of pet is a mogriff? A girl has trouble keeping a present for her mother from escaping.
10	Whole Group	Matter is Everywhere	890L	V	3 The text's purpose is clear and focused. Meaning is more broadly focused and includes complex concepts and a high level of detail.	3 The connections between ideas in the text are relatively implicit and subtle.	2 The text includes academic vocabulary that may be unfamiliar to some readers. (miniscule, composition, accelerated)	3 Readers may be unfamiliar with the topics of atomic particles and changing states of matter.	11	Substantial	What is matter? This text describes the different states and properties of matter.
10	Small Group	Candles in Space	940L	W/60	3 The text's meaning includes more complex concepts (microgravity, combustion, chemical reactions in space) and a higher level of detail. Purpose includes explaining or interpreting information.	2 The text includes diagrams and sidebars that require students to understand implied connections to the running text. The text includes a reasoned explanation in addition to facts.	3 Significant academic (behaves, absorbed, extinguish) and domain-specific vocabulary (chain reaction, nonflammable, molecules) is present, with some contextual support. The text includes many complex sentences with increased subordinate phrases and transition words (in addition, however, at the same time).	3 The topic is somewhat familiar but with many details unknown to the reader. A range of recognizable ideas (candle burning, space travel) and challenging abstract concepts (microgravity, combustion) appear in the text.	11	Substantial	This text examines what happens when the pull of gravity on matter is weaker than it is on Earth. Students see the impact of microgravity on matter, connecting this text to other topics in this unit, such as light and sound, gravity, and space travel.

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10	Small Group	Gravity: The Universe's Most Mysterious Force	940L 960L 1020L	T/44-U/50	Qualitative Analysis can be found on the Inside Front Cover								These texts all deal with gravity, which pulls all matter together. The first text introduces students to the concept of gravity, and uses graphics such as sidebars to explain complex topics that are connected to the running text. The second text builds on the first, talking about gravity in the context of sports, which may be a more relatable approach for some students. The third text talks about G-force using domain-specific vocabulary that has been introduced in the earlier texts (gravitational forces, orbit). These texts are a window into the exploration of how gravity and matter are connected, and what the idea of transforming matter—the topic of this unit—looks like when humans are involved. The lexiles and levels vary for the texts to appeal to a range of reader levels.		
10	Small Group	Light and Sound	830L/910L	R/40-S/44	Qualitative Analysis can be found on the Inside Front Cover								Students build knowledge about light and sound in these texts, and how their energy can be both transformed and transform matter. The first text is a complex look at light and its properties with a high level of detail. The second text explores light and contains sidebars and other graphic features that have connections to the running text. The third text is a procedural experiment using light and sound. All three texts work together to give students the opportunity to practice using domain-specific vocabulary while seeing how energy is transformed, a direct relationship to the unit topic. The lexiles and levels vary for the texts to appeal to a range of reader levels.		
10	Small Group	Spectacular Lunar Light Show	770L	T/50	2	The text has two levels of meaning: to tell about a concert broadcast from the moon, and to teach about scientific elements such as sound and light transmittal. Readers must integrate information from illustrations to understand story elements, such as the orbital mirrors that Meg and Cheng set up.	2	The text has a range of characters. Events may occasionally be difficult to predict, such as the technical and scheduling difficulties Meg and Cheng encounter while preparing for the concert.	3	Some figurative language is used (tall order). The text includes significant academic vocabulary (concentrate, expand, boost) and unfamiliar terms (concave, amplifiers, perceived) that are supported contextually.	2	The text assumes some personal experience and/or cultural knowledge (space travel and the nature of concert requirements). The events are based on less common experiences and situations.	9	Moderate	This science fiction focuses on making a concert from the moon available (both auditorily and visually) to those on Earth. It communicates the scientific ideas behind how light and sound travel, but does so through the problems the characters encounter in an engrossing story with figurative language. This text helps students build their knowledge about the ways that matter can be transformed for something fun and out of this world, with connections to topics of scientific trial and error, space travel, and the technology of the future.

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion				
10	Small Group	Tamales Made by the Sun	800L	T/40	2	The theme is clear and revealed early in the text, but is conveyed with some subtlety. The text has two levels of meaning; to tell about a family and the tensions that exist surrounding the festival, and to give a look at the process (and chemical changes) of making tamales.	1	Four characters carry the story. The text is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle (i.e., the family's differing expectations and goals for the festival). The dialogue is easy to follow and shares characters' thoughts and feelings.	3	The text includes significant academic vocabulary (tinny, hastily, griped) and unfamiliar terms (crucial, bacteria, teetering) that are supported contextually.	3	Some readers may not have prior knowledge of events like the Corn Palace Festival. Background knowledge of how festivals work (for example, how long they are set up for, how far people travel to be there, etc.) might be helpful in communicating the importance of finishing the tamales and being able to sell them in large quantities. The text contains a range of recognizable ideas and challenging concepts (i.e., the chemical processes involved in changing the husks from wet to dry and from brittle to bendable).	9	Moderate	As the family makes tamales together, Tomás's parents explain what is happening to change the tamales (for example, the heat from the sun evaporates the moisture from the tamale husks). This text gives students the ability to practice engaging with the topic of transforming matter in their daily lives. Transforming matter doesn't have to be changing a liquid to a gas in a laboratory, but can happen while doing something as accessible as cooking with a parent. This text opens a door for exploration of changing matter outside of the classroom, and can encourage an interest in cooking and interest in learning about the foods of various cultures.
10	Small Group	The Sky Is Green: A Memoir About Surviving a Tornado	850L	R/40	Qualitative Analysis can be found on the Inside Front Cover									This text gives students a first-hand account of a tornado. Drastic weather events, such as tornadoes, are an example of matter being transformed in a way outside of our control (for example, hail the size of golfballs). This gripping account builds on students' knowledge of weather events and expands their experience with what a personal interaction with a certain weather event. This text connects to the topics of weather, storms, and memoir writing as a way to describe the world and connect with others.	
10	Small Group	Understanding Water	940L	V/60	3	The purpose includes explaining or interpreting information about water: its impact on human life and the world, its structure and function, and where it comes from. The meaning includes more complex concepts and a higher level of detail.	3	The text includes small sections that utilize different modes of communication of varying complexity (i.e. various diagrams throughout and the experiments at the end of each chapter).	3	Many complex sentences with increased subordinate phrases and clauses, as well as transition words (lastly, in addition, furthermore). The text contains ightificant academic vocabulary (essential, rapidly, conserving) and some domain specific vocabulary (microorganisms, molecule, transpires).	3	The general topic of water is somewhat familiar but with many details unknown to reader (chemical composition, differences between saline and fresh water). A range of recognizable ideas and challenging concepts appear in the text (such as how salt dissolves).	12	Substantial	This text explores multiple aspects of water, a liquid whose state can be changed in various ways—in this way, the text has a direct tie to the topic of transforming matter. It will help students build knowledge of the importance of water in its liquid state, and open an avenue of curiosity for the function of science experiments about transformative matter.